



Life Course

Negative Outcome

Brief Name

School Suspensions & Expulsions

Indicator

Percent of students suspended or expelled from school.

Description

This metric is the percent of students receiving an out-of-school suspension or expulsion.

WI	US	Best	Worst
5.64%*	6.62%	1.39%	13.39%
		HI	DC

Year

2011/2012

Numerator

Number of public elementary and secondary school children suspended or expelled

Denominator

Number of students enrolled in public elementary and secondary schools

*Indicates statistically significant difference from the US value at $p < 0.05$.

Importance

The majority of school suspensions are for low-level misconduct, yet being suspended doubles the likelihood that a child will drop out of school (Losen, 2013; Lamont, 2013).

Limitations

Breaking certain rules requires suspensions or expulsions by state statute or federal law, however, suspensions happen under the authority of the local school district and are based on local district laws. For this reason, variability by state may be due to differences in children's behaviors, or district policies regarding suspensions and expulsions.

Decreases in suspension rates may show increasing student ability to respond appropriately to difficult or triggering situations (Luiselli, 2005), or improved school practices in response to disruptive behaviors.

Source

U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, "2011-12 Discipline Estimations by State" and "2011-12 Estimations for Enrollment." Accessed through the National Center for Education Statistics, at http://nces.ed.gov/programs/digest/d15/tables/dt15_233.40.asp?current=yes. Losen, Daniel J., and Tia E. Martinez. "Out of school and off track: The overuse of suspensions in American middle and high schools." K-12 Racial Disparities in School Discipline (2013). Lamont, Jeffrey H., et al. "Out-of-school suspension and expulsion." Pediatrics, 131.3 (2013): e1000-e1007. Luiselli, James K., et al. "Whole-school positive behaviour support: effects on student discipline problems and academic performance." Educational Psychology, 25.2-3 (2005): 183-198.